

DOCUMENT RESUME

ED 187 330

IR 008 419

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TITLE Articles on Library Instruction in Colleges and Universities, 1876-1932. No. 143.
INSTITUTION Illinois Univ., Champaign. Graduate School of Library Science.
PUB DATE Feb 80
NOTE 47p.
AVAILABLE FROM Publications Office, 249 Armory Building, Graduate School of Library Science, University of Illinois, Champaign, IL 61820 (Subscription of 5 numbers, \$7.00 per year. Single copies, \$2.00, prepaid)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Academic Libraries; Annotated Bibliographies; Higher Education; *History; *Library Instruction; *Library Schools; Library Skills; Teaching Methods

ABSTRACT

Emphasizing journal literature from the late 1800's to the mid-1930's, this chronologically-arranged compilation annotates articles about library instruction in colleges, universities, and schools of teacher education in the United States. It provides access to secondary materials for historians and librarians interested in academic library development and, more specifically, the origins and growth of library instruction. The introduction specifies the criteria used in the selection of entries, and both author and subject indexes are provided. An institution index identifies schools whose programs were described in many of the entries, as well as those institutions which responded to a questionnaire distributed by Henry R. Evans in 1914 but which are not mentioned in any other source. (Author/FM)

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University of Illinois
Graduate School of Library Science

OCCASIONAL PAPERS

ISSN 0073 5310

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

Number 143
February 1980

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Articles on Library Instruction in Colleges and Universities, 1876 - 1932

by

John Mark Tucker

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ABSTRACT

Emphasizing journal literature from 1976 to 1932, this compilation annotates articles about library instruction in colleges, universities, and schools of teacher education in the United States. It provides access to secondary materials for historians and librarians interested in academic library development and, more specifically, the origins and growth of library instruction. Entries were chosen using the five specifications for bibliographic instruments identified by Patrick Wilson in *Two Kinds of Power; An Essay on Bibliographical Control*. The years selected for inclusion complement the various published bibliographies devoted to current practice. —

INTRODUCTION

There is a great need to examine the topic of library instruction from history's special perspective. The period covered by this list of articles, ending nearly 50 years ago, suggests the possibility of a retrospective viewpoint. The growing body of current literature on the topic takes into account the impact of technological developments on academic libraries, most notably in the areas of computer-assisted instruction and audiovisual presentations. It also includes much in the way of manuals and handbooks, programmed texts and sample tests, instructional objectives, evaluation instruments, and "how-we-did-it" literature.

A number of current articles and papers touch directly or indirectly on the larger issues of library instruction, such as the role of the library in its academic setting, the working relationships between teaching faculty and librarians, and the value of teaching students to be inquisitive and independent learners in their years beyond college. But the literature as a whole suffers from lack of a more comprehensive treatment of these issues, and the fundamental principles underlying the questions of why library instruction exists in its present form and how such conditions come to be can be more clearly seen in the light of historical scrutiny. An article such as Richard Rubin's "Azariah Smith Root and Library Instruction at Oberlin College" (*Journal of Library History* 12:250-61, Summer 1977) is too rare in the literature.

The Rubin article merits closer examination as historical writing that illuminates major issues at the turn of the century and that indicates some of the concerns that stimulated preparation of the present list of articles. Rubin notes that A.S. Root taught bibliography courses at a time when

instruction in library use and education for librarianship were in their infancy; there was the resulting need to differentiate them and make special provision for the concerns of each. Rubin also recognized Root's interest in undergraduates—their intellectual needs as students of the arts and sciences and their later needs as independent learners. The importance of these kinds of issues can be easily discerned in this compilation, which is presented with the hope that library historians will find this small body of secondary literature useful to an understanding of the many facets of library instruction and the larger purposes of academic libraries.

In *Two Kinds of Power; An Essay on Bibliographical Control* (Berkeley, University of California, 1968), Patrick Wilson identifies five specifications of bibliographic instruments. The present list represents an attempt to compile a bibliography based on Wilson's specifications, something that is rarely tried and is sure to shake the confidence of even the most assiduous bibliographer. Despite the constant redefinition of the purpose and scope inherent in an attempt to adhere to Wilson's principles, it is believed that such an attempt will have as an end result a more precise bibliographical instrument than if the principles were ignored.

The first specification Wilson refers to is the domain of the instrument, "the set of items from which the contents of the work, the items actually listed, are selected or drawn." The domain for this bibliography consists of three publications: (1) Cannons, H.G.T. *Bibliography of Library Economy* (Chicago, ALA, 1927) and its supplement, *Library Literature 1921-1932* (Chicago, ALA, 1934); (2) Bonn, George S. *Training Laymen in the Use of the Library* (New Brunswick, N.J., Graduate School of Library Service, Rutgers University, 1960); and (3) Root, Azariah S. "The Literature of Staff Teaching." In *American Library Institute Papers and Proceedings* (Chicago, ALA, 1916, pp. 29-36).

"The second thing we must know about an instrument...is the principle, or principles, according to which items represented in it have been drawn from the domain." These definitional principles, stated as succinctly as possible, are as follows:

1. All items are listed that pertain to the specifics of library instruction or to larger issues that are often exemplified in library instruction (such as the role of the library in its academic environment).
2. Included are items that treat the teaching of bibliographical tools and methods to undergraduates. This process is variously described by three equal and interchangeable phrases: (1) bibliographic instruction, (2) library instruction, and (3) instruction in library use. This process was

also occasionally referred to as the teaching of bibliography; courses were taught by a professor of bibliography who was most often the college or university librarian.

3. An academic library is defined as one which is designed to serve post-secondary, undergraduate students, although undergraduates might share a library with other categories of students. This definition is preferred despite the difficulties of trying to identify student categories in such a highly developmental period.
4. Articles about library instruction in medical schools and law schools are omitted because those programs were designed for graduate or professional students rather than undergraduate students.
5. Articles about elementary and secondary school libraries and public and special libraries are omitted.
6. Finally, it should be stated that in the years under consideration, many facets of academic librarianship were in stages of early development and many articles and speeches were on several topics; thus space given to bibliographic instruction may be comparatively brief. The main points of items in this list often deal with other subjects.

It was decided to end the list with the year 1932 because entries in *Library Literature* were annotated beginning in 1933 and continued to be annotated for several years thereafter. Also, some of the more important bibliographies on library instruction emphasize the years after 1932. Examples of these include: Krier, Maureen. "Bibliographic Instruction: A Checklist of the Literature, 1931-1975" (*Reference Services Review* 4:7-31, Jan.-March 1976); Givens, Johnnie. "The Use of Resources in the Learning Experience." In Melvin J. Voigt, ed. *Advances in Librarianship* (New York, Academic Press, 1974, vol. 4, pp. 149-74); "Selected Bibliography." In John Lubans, Jr., ed. *Educating the Library User* (New York, Bowker, 1974, pp. 423-35); "Bibliography." In John Lubans, Jr., ed. *Progress in Educating the Library User* (New York, Bowker, 1978, pp. 211-18); Millis, Charlotte. "Toward a Philosophy of Academic Librarianship: A Library-College Bibliography" (*Library-College Journal* 3:49-56, Summer 1970; 4:58-68, Winter 1971; 4:48-56, Summer 1971); Lockwood, Deborah L., comp. *Library Instruction; A Bibliography* (Westport, Conn., Greenwood Press, 1979); George Bonn's previously mentioned work; and bibliographies prepared by Hannelore B. Rader and published annually in the *Reference Services Review*.

"The third thing we must know about an instrument is how it is determined what is to count as a unit for listing and description." Items in the list are articles that were indexed or otherwise mentioned in the sources

that comprise the domain. Other items warranting inclusion are short statements that make up transcripts of discussion groups at national, regional, or state meetings. These statements are separately listed only if they characterize or otherwise identify bibliographic instruction efforts at particular institutions. Generally, statements from the transcripts were accessed through the speeches or introductory remarks that preceded or initiated them.

The fourth specification Wilson identifies for bibliographic instruments consists of the "information we can expect to find about an item, given that it will be represented as a unit." Each entry includes the following citation elements:

1. author (if the entry is an article or a speech text) or the person responsible for a statement (if a transcript is entered);
2. title of article or discussion statement (if a transcript is entered);
3. title of periodical, annual, or anthology;
4. editor, place, and publisher (if a collection is entered);
5. volume (if available);
6. date, including month (if pagination is not absolutely conclusive as a finding aid) and year;
7. inclusive pagination; and
8. annotation that identifies the author's affiliation (if verifiable), the central idea of the item as it relates to bibliographical instruction and, frequently, a quotation.

Wilson's fifth specification is the need to "understand the frequently extraordinarily complex system of arrangement or organization." The present list is arranged according to two criteria. The primary arrangement is chronological according to the year in which items were published. Under the categories for each year, entries are arranged alphabetically by author. This simple organization should increase the likelihood of seeing the major concepts of bibliographic instruction as they unfolded throughout the course of this period. In summary, the compilation, description, and arrangement of items in this list, according to the five specifications stated by Patrick Wilson, should combine to produce a comparatively precise bibliographical instrument of value to the library historian as well as the practitioner of library instruction.

BIBLIOGRAPHY

1876

1. Mathews, William. "Professorships of Books and Reading." In U.S. Bureau of Education, ed. *Public Libraries in the United States of America*. Washington, D.C., USGPO, 1876, pp. 240-51.

Mathews was one of many who repeated Ralph Waldo Emerson's complaint that although the colleges provide us with books, they make no provision for a professor of books and "no chair is so much wanted." Mathews repeated Emerson's call and defended his ideas in addition to defining the intellectual and bibliographical skills a professor of books should have.

2. Perkins, F.B. "On Professorships of Books and Reading." In U.S. Bureau of Education, ed. *Public Libraries in the United States of America*. Washington, D.C., USGPO, 1876, pp. 230-39.

Perkins was secretary to Justin Winsor as well as a bibliographer and cataloger at the Boston Public Library. He defined the work of the professor of books as teaching "a method for investigating any subject in the printed records of human thought."

3. Robinson, Otis H. "College Library Administration." In U.S. Bureau of Education, ed. *Public Libraries in the United States of America*. Washington, D.C., USGPO, 1876, pp. 505-25.

The Librarian and Professor of Mathematics at the University of Rochester stated that successful library instruction depended on librarians with high standards of scholarship who were able to command respect in their separate academic communities. In its college issue of October 1877, *Library Journal* referred to this article as the "textbook" on college library development.

1877

4. "Class-room Bibliography," *Library Journal* 2:66-67, Oct. 1877.

This unsigned article describes course-related instructional materials jointly prepared by the Professor of Rhetoric of the University of Rochester and the university's librarian, Otis Hall Robinson. Sample research questions from literary and historical topics are included. The author concludes that "these 'new departures' are

excellent, and it is to be hoped that other colleges will accept such practical suggestions toward good work."

5. Scott, C.W. "Dartmouth College," *Library Journal* 2:68, Oct. 1877.

"I would suggest two things as necessary for a college library: first, since the reading is mostly to an end, the library should be thoroughly cataloged by subjects, so that students may find what there is on a topic, and the librarian must be a teacher as well as a guide-board; second, every department of instruction should have its own library, to be more especially under the direction of the instructors of that department, and, if possible, to be duplicated in the circulation. Such books would become the instructor's tools, and might be given to the students as he saw fit."

6. Vinton, Frederic. "Hints for Improved Library Economy, Drawn from Usages at Princeton," *Library Journal* 2:53-57, Oct. 1877.

"Perhaps the first rule to be laid down in respect to a library is that it should be accessible to the highest degree." The Librarian of the College of New Jersey compared academic libraries to churches with respect not only to the idea of accessibility, but also to questions concerning personnel, book selection, and buildings. Vinton described the place of the library in an academic community: "A college library...becomes the workshop of the institution, the *rendezvous* of all the studious, the hearthstone, the heart and brain of the whole family. Many a man looks back to it as the place where he learned to think."

1880

7. Robinson, Otis H. "College Libraries as Aids to Instruction: Rochester University Library-Administration and Use." In *Circulars of Information of the Bureau of Education; No. 1-1880*. Washington, D.C., USGPO, 1880, pp. 15-27.

In "Academic Libraries in 1876" (*College & Research Libraries* 37:30-31, Jan. 1976), Edward G. Holley concurred with others that Robinson and Justin Winsor were ahead of their time on the issues of student access to materials and instruction in library use. Holley wrote that Robinson succeeded in "getting at least half his faculty, a large part of the students, and sometimes even the president, into the library to help students use the collections effectively." Robinson

said that his lectures were designed to show "the great advantage of the use of a library, to explain in general terms the nature and use of the devices for finding what one wants."

8. Winsor, Justin. "College Libraries as Aids to Instruction: The College Library." In *Circulars of Information of the Bureau of Education; No. 1-1880*. Washington, D.C., USGPO, 1880, pp. 7-14.

Azariah Smith Root of Oberlin College said that "no article that was ever printed in America had a more stimulating effect in awakening librarians to a large conception of the possibilities of library service to the reader than" this article. See Root, A.S. "The Literature of Staff Teaching." In *American Library Institute Papers and Proceedings* (Chicago, ALA, 1916, pp. 29-36). Excerpts were published in *American Library Institute Papers and Proceedings* (Chicago, ALA, 1916, pp. 89-92).

1881

9. Robinson, Otis H. "The Relation of Libraries to College Work," *Library Journal* 6:97-104, April 1881.

Robinson called for clearly stated teaching objectives. He placed a premium on students having "hands-on" experience with bibliographical tools and he challenged professors to incorporate library investigations into their course content. He said, "Let the professor take upon himself the responsibility of guiding the student in his library work, not only by general directions in the class-room, but by personal contact in the alcoves."

1885

10. Davis, T.K. "The College Library," *Library Journal* 10:100-03, May 1885.

The Reverend T.K. Davis presented this paper before the College Association of Ohio at Springfield, Ohio, Dec. 30, 1884. Recognizing the value of faculty cooperation, he urged librarians to make a greater educational impact on their respective institutions. He also called for the establishment of separate endowments to support annual library budgets.

11. Fletcher, William I. "Yearly Report on College Libraries," *Library Journal* 10:267-69, Sept.-Oct. 1885.

The Librarian of Amherst College cited the effective work of Raymond C. Davis at the University of Michigan and summarized: "The present tendency...is...to make [the library] a laboratory for professors and for students under their direction." Fletcher also noted that the following view had gained some acceptance. The library "is a great educating force, independently of its use in connection with the studies of the curriculum as directed by the professors."

1886

12. Davis, Raymond C. "Teaching Bibliography in Colleges," *Library Journal* 11:289-94, Sept. 1886.

In a speech at the 1886 ALA conference in Milwaukee, Wis., Raymond Davis, Librarian at the University of Michigan, described the credit course he taught at that institution. George S. Bonn described Davis's work at Michigan as "perhaps the first formal [bibliographic] instruction in any college or university." See Bonn, G.S. *Training Laymen in Use of the Library* (New Brunswick, N.J., Graduate School of Library Service, Rutgers University, 1960, p. 28). Excerpts of Davis's speech were published in *American Library Institute Papers and Proceedings* (Chicago, ALA, 1916, pp. 100-08).

13. Dewey, Melvil. "Libraries the True Universities for Scholars as Well as People," *Library Notes* 1:49-50, June 1886.

The well-known author of the Dewey Decimal Classification system and Librarian of Columbia College took note of a dramatic increase in professorial interest in using the library and in showing students how to use it.

14. Woodruff, Edwin H. "University Libraries and Seminary Methods of Instruction," *Library Journal* 11:219-24, Sept. 1886.

Woodruff of the Cornell University Library in Ithaca, N.Y., read this paper at the ALA conference in Milwaukee in July 1886. He said: "The practical duty of a college library...is to teach the student how he may, if necessary, at any time in his post-collegiate years, seek out and use the books that have displaced or carried along the knowledge of his college days. It should reveal to him the fact that no professor's word is final. And he should feel that the college has done all it can for him when it has led him into the library, taught him...to use its contents." Thus, Woodruff stated a theme that is currently in vogue: library instruction facilitates "lifelong learning." Excerpts of this

paper appeared also in *American Library Institute Papers and Proceedings* (Chicago, ALA, 1916, pp. 109-12).

1887

15. Adams, Herbert B. "Seminary Libraries and University Extension," *Johns Hopkins University Studies in Historical and Political Science* 5:443-59, Nov. 1887.

Reading this paper at the ALA conference in Sept. 1887, a noted historian of Johns Hopkins University observed the relationship of German seminar methods in higher education with the development of academic libraries and the growth of scholarly historical research in the United States. Of particular interest to Adams was the arrangement at Columbia by which "a special librarian of the historical and political sciences...gives an annual course of lectures upon the bibliography of his department to members of the School of Political Science, thus teaching students the ways and means of inquiry into their particular field."

16. ———. "The Study of History in American Colleges and Universities." *Circulars of Information of the Bureau of Education; No. 2-1887*. Washington, D.C., USGPO, 1887.

Adams was familiar with seminar teaching and scholarly research in history departments at Harvard, Yale, Michigan, Cornell, Columbia and elsewhere. He called for librarians to teach courses in general bibliographical information (pp. 167-70). This important nineteenth-century historian also sought to define the relationship of the library and the university.

1891

17. Dewey, Melvil. "The Relation of the Colleges to the Modern Library Movement." In *Proceedings of the Second Annual Convention of the College Association of the Middle States and Maryland*. Philadelphia, Globe Printing Co., 1891, pp. 78-83.

At the time of this address Dewey was Secretary of the University of the State of New York and State Librarian. According to Dewey: "College training is to give tools for getting further education, the most essential of all being the ability to use libraries effectively. Every reputable college owes it to its students to give them not only expe-

rience in a laboratory library, but also instruction in the use of bibliographical apparatus."

1892

18. Harris, George W. "College Libraries: How Best Made Available for College Uses?" In *Proceedings of the Fourth Annual Convention of the College Association of the Middle States and Maryland*. New York, Columbia College Educational Review, 1893, pp. 40-44.

The Cornell Librarian saw the college library as a laboratory. He said that the library "needs someone to explain the catalogue and assist the student in learning how to use it, and to make him acquainted with the numerous bibliographical aids which must be frequently consulted in any serious study of a subject."

19. Little, George T. "Teaching Bibliography to College Students," *Library Journal* 17:87-88, Aug. 1892.

This paper was read by Little, Librarian of Bowdoin College, Brunswick, Maine, at the ALA conference at Lakewood, N.J., in May 1892. Little took note of the pioneering efforts of Raymond C. Davis at the University of Michigan and described his own bibliographical lectures in conjunction with the English history course at Bowdoin.

20. Morgan, J.H. "College Libraries: How Best Made Available for College Uses?" In *Proceedings of the Fourth Annual Convention of the College Association of the Middle States and Maryland*. New York, Columbia College Educational Review, 1893, pp. 44-49.

A professor at Dickinson College, Morgan said that the librarian must: "Teach men how to manage books, must imbue them with his own library methods, so that they become increasingly independent of him in the use of his library, and learn how to use books in independent investigation. The librarian, then, must teach men his library methods, but this is impossible without at the same time imparting the principles which underlie these methods and which guide him in his own investigations."

1893

21. Ambrose, Lodilla. "A Study of College Libraries," *Library Journal* 18:113-17, April 1893.

This is a major report on the condition of college libraries prepared by an Assistant Librarian of Northwestern University, based on U.S. Bureau of Education reports and reports and catalogs from 170 colleges and universities. She recognized a need: "for systematic instruction in bibliography and the use of books, viewed from the librarian's standpoint and inspired by the librarian's practical experience with students along these lines. The student needs teaching about books and about method in using them." Ambrose commented on programs being conducted at several academic institutions.

22. Little, George T. "School and College Libraries," *Library Journal* 18:431-33, Oct. 1893.

At the 1893 ALA conference in Chicago, Bowdoin Librarian George Little defined the library as a laboratory, and urged universities to provide systematic instruction in "bibliology." He stated that: "[students must be] forced to discriminate. The ability to comprehend differing statements of facts, to weigh the value of differing opinions, and form an impartial judgement as to the truth, means success in after-life. The college library, if it be encyclopaedic in its range, and impartial in its selection of books, is the workshop where this trait can be developed and trained." A longer version of this paper was printed in Melvil Dewey, ed. *Papers Prepared for the World's Library Congress Held at the Columbian Exposition*. (Washington, D.C., USGPO, 1896, pp. 916-33). The *Papers* are a reprint of chapter IX, part II of the *Report of the Commissioner of Education for the Year 1892-93* (Washington, D.C., USGPO, 1895, vol. 1, pp. 691-1014).

23. Poole, William F. "The University Library and the University Curriculum," *Library Journal* 19:264-67, Aug. 1894.

Poole of the Newberry Library in Chicago presented the Phi Beta Kappa address at Northwestern University on June 14, 1893. Excerpts from that address make up this paper. In his presentation Poole surveyed the growth of independent study in higher education in the two preceding decades and defined the role of librarians (and of reference and bibliographical sources) in the curriculum. The text appearing in *Library Journal* was reprinted by Diane J. Ellsworth and Norman D. Stevens in *Landmarks of Library Literature 1876-1976* (Metuchen, N.J., Scarecrow Press, 1976, pp. 292-95). Excerpts were also published in the *American Library Institute Papers and Proceedings* (Chicago, ALA, 1916, pp. 113-15).

1894

24. Lowrey, C.E. "The University Library, Its Larger Recognition in Higher Education," *Library Journal* 19:264-67, Aug. 1894.

Lowrey was Librarian of the University of Colorado. He noted that the study of "collateral topics" available in library resources forms the basis for broader educational experiences. Of particular value is his concept of the role of the librarian:

The librarian has a first privilege with new students and a serious duty in initiating them properly in university methods of study. The librarian is charged with the responsibility of explaining the purpose and restriction of a university library. He teaches its use as a successful adjunct of lecture and recitation work. He shows how it facilitates the intelligent mastery of the regular studies of the curriculum and establishes scholarly habits of thought in research. He points out the importance of a philosophic discussion of every topic and the broad catholicity of thought that the liberal use of the library develops.

More technically the librarian introduces the student to the purpose and proper manipulation of the library helps prepared to assist indepent investigation such as classification, catalogs, indices, books of reference and bibliography.

Such a sweeping concept challenges librarians and demonstrates the necessity of a clearly defined faculty-library relationship.

25. Winsor, Justin. "The Development of the Library," *Library Journal* 19:370-75, Nov. 1894.

This is the dedicatory address given by Harvard Librarian Justin Winsor at the Orrington Lunt Library, Northwestern University, Evanston, Ill. He said that: "If our colleges would pay more attention to the methods by which a subject is attacked, and would teach the true use of encyclopedic and bibliographical helps, they would do much to make the library more serviceable....Students should be taught to investigate as they are taught to swim." This item and quotation were cited by Elizabeth Stone in *American Library Development, 1600-1899* (New York, Wilson, 1977, p. 122).

1895

26. Bicknell, Percy F. "The College Library and the College Paper," *Library Journal* 20:387, Nov. 1895.

The Librarian of the University of Illinois suggested the student newspaper as a vehicle of information about bibliographical tools.

1896

27. Richardson, Ernest C. "Reference Books." In Melvil Dewey, ed. *Papers Prepared for the World's Library Congress Held at the Columbian Exposition*. Washington, D.C., USGPO, 1896, pp. 976-82.

The Princeton Librarian summarized early methods used to educate library users: (1) individual assistance, (2) lectures in the library, (3) printed guides to reference books, and (4) questions to induce the practical use of books. The *Papers* are a reprint of chapter IX, part II of the *Report of the Commissioner of Education for the Year 1892-93* (Washington, D.C., USGPO, 1895, pp. 691-1014).

1897

28. Adler, Cyrus. "Conference of Librarians, Philadelphia: The College Section of the A.L.A." (discussion), *Library Journal* 22:166-67, Oct. 1897.

The Librarian of the Smithsonian Institution in Washington, D.C., said that "the teaching of bibliography should have no reference to training librarians or librarian assistants, but should teach undergraduate students how to learn the resources of the library."

29. Baker, G.H. "Conference of Librarians, Philadelphia: The College Section of the A.L.A." (discussion), *Library Journal* 22:168, Oct. 1897.

The Librarian of Columbia University said that "the way to teach young men about bibliography and libraries is not so much by lectures as by what is termed in other sciences 'laboratory work.'"

30. Bisbee, M.D. "The Place of Bibliography in the Equipment of a Cultivated Man," *Library Journal* 22:429-32, Sept. 1897.

This Dartmouth librarian was one of many who drew inspiration from Emerson's suggestion for a "professor of books." He identified types of reference sources librarians could use in teaching students how to use libraries, noted the impact of independent study on learning, and observed the diminishing role of "text-book" teaching.

Excerpts appeared in *American Library Institute Papers and Proceedings* (Chicago, ALA, 1916, p. 116).

31. Bishop, William W. "Conference of Librarians, Philadelphia: The College Section of the A.L.A." (discussion), *Library Journal* 22:167, Oct. 1897.

Bishop was at this time Assistant Librarian at the Garrett Biblical Institute in Evanston, Ill. He expressed concern that classroom teachers were not more actively involved in the teaching of bibliography: "If an instructor is good for anything he certainly ought to teach his elementary pupils and see that his advanced pupils follow out the instructions given them in regard to making a citation and how to use advanced books with accuracy."

32. Harris, George W. "Conference of Librarians, Philadelphia: The College Section of the A.L.A." (discussion), *Library Journal* 22:167, Oct. 1897.

The Cornell librarian made a brief statement about his bibliographic lectures to new students.

33. James, W.J. "Conference of Librarians, Philadelphia: The College Section of the A.L.A." (discussion), *Library Journal* 22:167-68, Oct. 1897.

The Librarian of Wesleyan University in Middletown, Conn., described his library tours for freshmen, noting the relationship between such tours and higher circulation statistics.

34. Koopman, Henry L. "College Instruction in Bibliography," *Library Journal* 22:166-67, Oct. 1897.

The Cataloger of the University of Vermont Library in Burlington wrote this short description of his course. The description was read by W.I. Fletcher at the Philadelphia conference in 1897. The reading of the letter was followed by a discussion involving Katharine L. Sharp, W.I. Fletcher, Frances H. Hess, G.W. Harris, William Warner Bishop, Cyrus Adler, Bernard C. Steiner, W.J. James, and G.H. Baker.

35. "Library Economy and History," *Library Journal* 22:217, April 1897.

The catalog of the University of Colorado at Boulder, for the academic year 1896-97, included the following statement: "The librarian

offers all new students of every department instruction in the use of the library, which enriches and facilitates the mastery of the other regular work of the curriculum. He gives familiar talks and practical drill under personal supervision, in the details of the use and purpose of classification, shelving, catalogs, indices, manuals, books of reference and bibliography." This item was cited by Elizabeth Stone in *American Library Development, 1600-1899* (New York, Wilson, 1977, pp. 122-23).

36. Sharp, Katharine L. "Conference of Librarians, Philadelphia: The College Section of the A.L.A." (discussion), *Library Journal* 22:166, Oct. 1897.

The Director of the Library School at the University of Illinois described library instruction at the University of Chicago specifically mentioning that the program was designed for library users rather than librarians.

37. Steiner, Bernard C. "Conference of Librarians, Philadelphia: The College Section of the A.L.A." (discussion), *Library Journal* 22:167, Oct. 1897.

Disagreeing with W.W. Bishop, Steiner stated that it was not the duty of classroom teachers to inform students about research methods and bibliographical tools: "There are a few general principles for using a library and for the characterization of reference-books which ought to be made clear by the librarian at the beginning of the college course." Steiner was Librarian of the Enoch Pratt Free Library in Baltimore.

1898

38. Davies, J.F. "Special Bibliographic or Library Courses in Universities, Colleges, and Libraries," *Library Journal* 23:139-40, Aug. 1898.

The Librarian of the Free Public Library in Butte, Mont., viewed the library as a "complicated machine" even under the best of conditions. "The more complete it becomes and the more it extends its usefulness" the more incumbent it becomes on librarians to provide instruction in its use. Davies read this paper at the ALA Chautauqua conference.

39. Gould, C.H. "Short College Course in Bibliography," *Library Journal* 23:140, Aug. 1898.

The Librarian of McGill University presented an outline of his course in bibliography; this is another Chautauqua conference paper. Excerpts were published in *American Library Institute Papers and Proceedings* (Chicago, ALA, 1916, pp. 119-20).

40. Little, George T. "Instruction in the Use of Reference-Books and Libraries in Colleges," *Library Journal* 23:92, Aug. 1898.

The Bowdoin Librarian identified student needs in bibliographic instruction emphasizing the value of faculty-library cooperation: "Real, active, and continuous co-operation between professors and librarian is essential to successful work in this direction." This paper was read at the ALA Chautauqua conference in 1898. Excerpts were published in *American Library Institute Papers and Proceedings* (Chicago, ALA, 1916, pp. 121-22).

41. _____ "A Special Bibliographical Course in New England Genealogy," *Library Journal* 23:139, Aug. 1898.

The Bowdoin Librarian suggested bibliographical aids pertinent to this topic in a paper read at the ALA Chautauqua conference in 1898.

1899

42. _____ "The Library and the Small College," *Library Journal* 24:50-54, July 1899.

In this paper, read at the 1899 ALA conference in Atlanta, Little noted the value of helpful and research-conscious professors and the necessity of open stack arrangements to effective library experiences.

1901

43. Harris, George W. "Synopsis of Lectures on Bibliography, Cornell University," *Library Journal* 26:200, Aug. 1901.

Harris, Librarian of Cornell University, presented synopses of his lectures on bibliography. The last of 15 lectures in a given semester was devoted to reference books and bibliographies. Harris directed his lectures to general users believing that "work in the bibliography of special subjects should be given by the heads of the departments concerned." Excerpts of these comments were published in *American Library Institute Papers and Proceedings* (Chicago, ALA, 1916, pp. 123-24).

44. Keogh, Andrew. "Professional Instruction in Bibliography: Round Table Meeting" (discussion), *Library Journal* 26:201-02, Aug. 1901.

The Librarian of the Linonian and Brothers Library, Yale University, mentioned two bibliographical lectures presented at Yale that were compulsory for all students.

45. "Professional Instruction in Bibliography: Round Table Meeting," *Library Journal* 26:197-205, Aug. 1901.

This report consists of open discussions and of papers read at an informal meeting at the July 1901 ALA conference in Waukesha, Wis. The following presented papers: A.G.S. Josephson, Cataloger, John Crerar Library, Chicago, Ill.; John Leche; George W. Harris, Librarian, Cornell University Library, Ithaca, N.Y.; Charles H. Haskins, Professor of European History, University of Wisconsin; and W. Stetson Merrill, Chief Classifier, Newberry Library, Chicago, Ill. A number of participants made comments that were published with the papers. Those who made substantive comments are given separate entries. This being a formative period in library education, the programs discussed reflect a mixture of the two concepts—education for librarianship and instruction in library use. Only those that deal at least partially with instruction in library use are included in the present bibliography.

46. Root, Azariah S. "Professional Instruction in Bibliography: Round Table Meeting" (discussion), *Library Journal* 26:201, Aug. 1901.

Root, Oberlin College Librarian, summarized his courses in bibliography: "The fourth year work...is devoted to instruction in bibliography. After an outline of the leading national and trade bibliographies, problems in bibliography are handled and discussed." Root chaired the ALA College and Reference Section the year of this discussion.

47. Sharp, Katharine L. "Professional Instruction in Bibliography: Round Table Meeting" (discussion), *Library Journal* 26:201, Aug. 1901.

Sharp, Head Librarian and Director of the Library School, University of Illinois, stated that a one-hour credit course in library use was offered at Illinois and that many students other than those regularly enrolled often attended the lectures.

48. Talbot, H.P. "Course in Bibliography of Chemistry," *Library Journal* 26:202, Aug. 1901.

H.P. Talbot of the Massachusetts Institute of Technology briefly described his courses in research and bibliography for junior and senior chemistry students. His comments also appeared in *American Library Institute Papers and Proceedings* (Chicago, ALA, 1916, pp. 136-37).

49. Wyer, James I. "Professional Instruction in Bibliography: Round Table Meeting"(discussion), *Library Journal* 26:202-03, Aug. 1901.

The Librarian of the University of Nebraska outlined 16 lectures given every alternate year primarily to student employees but to others also.

1902

50. Harper, William R. "The Trend of University and College Education in the United States," *North American Review* 174:457-65, April 1902.

The President of the University of Chicago compared the use of academic libraries in the social sciences and humanities to the use of laboratories in the natural sciences: "The equipment of the library will not be finished until it shall have upon its staff men and women whose entire work shall be, not the care of books, not the cataloging of books, but the giving of instruction concerning their use."

1904

51. Canfield, James H. "The Library of an American University," *Public Libraries* 9:385-88, 1904.

James Canfield of Columbia University noted the rapid development of the "science and art of education" in the three preceding decades with the growth of the corollary view of the library as a laboratory. Excerpts of these comments appeared in *American Library Institute Papers and Proceedings* (Chicago, ALA, 1916, p. 144).

1907

52. Austen, Willard. "Educational Value of Reference Room Training for Students," *ALA Bulletin* 1:274-77, 1907.

Austen read this paper before the College and Reference Section of the ALA at the Asheville, N.C., conference in May 1907. "The obvious duty of a library in dealing with the individual is to instruct him in the use of the bibliographical materials." Drawing on his experience as Reference Librarian at Cornell University, Austen noted the important role of the faculty in stimulating student use of the library.

53. Wharey, James B. "Modern Teaching and the Library," *Library Journal* 32:153-56, April 1907.

A professor at George Peabody College for Teachers in Nashville, Tenn., presented this paper at a joint meeting of the Tennessee Library Association and the Tennessee Public School Officers' Association in Jan. 1907. Wharey took note of the decline of textbook teaching and the rise of departmental libraries; he, too, viewed the academic library as a laboratory.

1908

54. Austen, Willard. "Minnetonka Conference: College and Reference Section" (discussion), *ALA Bulletin* 2:334, 1908.

Willard Austen, Chairman of the College and Reference Section of the ALA conference at Minnetonka, Minn., mentioned two library instruction courses at Cornell and suggested that such courses be required of all students.

55. Bishop, William W. "The Amount of Help to Be Given to Readers," *ALA Bulletin* 2:327-34, 1908.

W.W. Bishop of the Library of Congress read this paper at the ALA conference in Minnetonka. Bishop related instruction in library use to reference work stating that "the average card catalog will always require explanation and will always need an interpreter." Due to its treatment of wide-ranging issues and its clarity of thought, this paper should be considered a classic in the fields of reference and bibliographic instruction.

56. Drury, F.K.W. "Minnetonka Conference: College and Reference Section" (discussion), *ALA Bulletin* 2:333, 1908.

The Acting Librarian of the University of Illinois stated that a library instruction course was required in the university's College of Agri-

culture that, it was hoped, could be extended to the Colleges of Literature, of Arts, and of Engineering. He also noted that 5000 copies of a library handbook had been printed and distributed to students.

57. Richardson, Ernest C. "Minnetonka Conference: College and Reference Section"(discussion), *ALA Bulletin* 2:333-34, 1908.

The Princeton Librarian noted courses in library use at Yale and Stanford.

1909

58. Austen, Willard. "The Educational Value of Bibliographic Training," *Library Journal* 34:427-30, Oct. 1909.

In a paper read before the New York Library Association in Sept. 1909, the Cornell University Reference Librarian urged greater cooperation between preparatory schools and college libraries. He cited examples of inaccurate and incomplete references. He said that "anyone who has worked with different classes of library users, soon realizes how few there are who have mastered the fundamental [bibliographic] laws so essential to easy and effective work with books." This paper was published in *American Library Institute Papers and Proceedings* (Chicago, ALA, 1916, pp. 141-51).

1910

59. Compton, Charles H. "The Library in Relation to the University," *Library Journal* 35:494-503, Nov. 1910.

The Reference Librarian of the public library of Seattle stated general reasons students use library books in college; he quoted Justin Winsor on the need for students to see subjects from various points of view.

1912

60. Bishop, William W. "Training in the Use of Books," *Sewanee Review* 20:265-81, July 1912.

In this classic speech given at the College of William and Mary, William Warner Bishop of the Library of Congress discussed bibliographical lectures in German universities, relating them to his experiences as a student at the University of Michigan. Bishop identified

teaching objectives and recognized contemporary experimentation by librarians and professors in this speech reprinted in *The Backs of Books and Other Essays in Librarianship* (Baltimore, Williams and Wilkins, 1926, pp. 99-124).

61. Schneider, Joseph. "A College Course in Bibliography," *Catholic Educational Review* 3:215-22, March 1912.

Viewing a course in bibliography as essential to the liberal arts, Schneider called for faculty support in getting courses approved. He referred to instruction in bibliography as a movement that owed more to Raymond C. Davis for its impetus than to anyone else.

1913

62. Babcock, Kendrick C. "Bibliographical Instruction in College," *Library Journal* 38:133-36, March 1913.

A specialist in higher education from the U.S. Bureau of Education read this paper at the Conference of Eastern College Librarians at Columbia University in Nov. 1912. Surveying programs at various institutions, he called for credit courses to instruct students in library use. Excerpts were published in *American Library Institute Papers and Proceedings* (Chicago, ALA, 1916, pp. 152-54).

1914

63. Evans, Henry R., comp. "Library Instruction in Universities, Colleges, and Normal Schools," *U.S. Bureau of Education Bulletin*, 1914, no. 34. Washington, D.C., USGPO, 1914.

Evans was a member of the Editorial Division of the U.S. Bureau of Education. Four hundred forty-six colleges and universities and 166 normal schools responded to a questionnaire, thus forming the basis for this report. Evans credited Raymond C. Davis and the University of Michigan for giving "great impetus to the general movement for bibliographical and library instruction in colleges and universities." The bulk of the report consists of narrative statements contributed by respondents to the questionnaire. Excerpts were published in *American Library Institute Papers and Proceedings* (Chicago, ALA, 1916, pp. 155-56). The Evans survey was supplemented by "Library Instruction in Universities, Colleges, and Normal Schools," in *Report of the Commissioner of Education for the Year Ended June 30, 1914* (Washington, D.C., USGPO, 1915, pp. 477-79).

64. Ovitz, Delia G. "Training in Library Methods in the Normal School," *Minnesota Library Notes and News* 4:112-14, Sept. 1914.

Ovitz called for a required ten-week course in reference work in every normal school: "The course will fail...unless the librarian plans the course so that it will correlate with the work being done by the other teachers." Ovitz, Librarian of the State Normal School in Milwaukee, Wis., lectured to students in courses in various departments after which assignments were given which were considered as part of the grade for that course. "While the librarian gives the course...it is in the interest or indifference of the teachers that the success or failure of the work lies." She mentioned having lectured to classes in English, history, botany, geography, sociology, and civics.

1915

65. Carlton, W.N.C. "Universities and Librarians," *Public Libraries* 20: 451-56, 1915.

In an address read before the Illinois Library Association, the Librarian of the Newberry Library in Chicago said:

Instruction in the elementary bibliography of his subject should be given the student as a natural and integral part of every course of study, and this instruction should be given by his professors and instructors, not by the library attachés. I know that this opinion may sound heterodox to some of you, but I believe it to be a sound one. Our friends on the faculties have shifted this task of bibliographical instruction over to the librarians because it is a side of their work for which many of them have a profound distaste....I...decline to admit that because they will not do their duty in this respect we ought meekly to assume it.

66. Van Valkenburg, Agnes. "How Far Should We Help the Public in Reference Work?" *Massachusetts Library Club Bulletin* 5:102-08, July-Oct. 1915.

This paper, read before a meeting of the Massachusetts Library Club in June 1915, recognizes the ease with which reference transactions occur if the patron has been instructed in methods of library use. Van Valkenburg was employed by the New York Public Library School.

1916

67. Richardson, Ernest C. "Extracts from a Paper on the Place of the Library in a University." In *American Library Institute Papers and Proceedings*. Chicago, ALA, 1916, pp. 169-81.

This article consists of excerpts read before the ALA Council in Chicago, Dec. 1915. Princeton Librarian Richardson said:

In American colleges, a classic event in the history of staff teaching was the appointment of Justin Winsor to be professor of books in Harvard University, according to the suggestion of Emerson. Since that time, many college and university librarians have given classroom courses, by lecture or text-book, or other methods, on best reading or like topics. For a long time, though rather occasional and desultory, the idea and the practice has grown rapidly, extending to training in bibliographical method and in the book arts.

68. Root, Azariah S. "The Literature of Staff Teaching." In *American Library Institute Papers and Proceedings*. Chicago, ALA, 1916, pp. 29-36.

A.S. Root, Oberlin College Librarian, prepared this excellent survey of the literature beginning with the work of Raymond C. Davis at the University of Michigan. Root himself was a pivotal figure in library instruction—his teaching at Oberlin served as a model for a number of institutions. See Rubin, Richard. "Azariah Smith Root and Library Instruction at Oberlin College" (*Journal of Library History* 12:250-61, Summer 1977).

1921

69. Barrows, F.E.. "Libraries from the Standpoint of the User; The Need of More General Training in the Use of Libraries," *Special Libraries* 12:173-77, Sept.-Oct. 1921.

As a lawyer for the U.S. Patent Office, Barrows called for librarians to take a more active role in educating library users, especially in the fields of science and technology.

70. Ely, Ruth. "Training Students in the Use of the Library," *Minnesota Library Notes and News* 6:181-83, Dec. 1921.

The rationale for library use instruction is offered by the Librarian of Duluth Teachers' College.

71. Zachert, Adeline B. "Instruction in the Use of Books," *Public Libraries* 26:445-46, 1921.

Zachert, Director of School Libraries of the State of Pennsylvania, surveyed trends in library instruction in normal schools. She saw as a problem the tendency of librarians to persuade the superintendent and other school authorities to include library instruction as parts of regular courses, instead of actually giving these courses themselves.

1922

72. Booth, Mary J. "Teaching the Use of the Library," *Illinois Libraries* 4:181-83, Oct. 1922.

In this paper, read at a meeting of the College and Reference Section of the 1922 conference of the Illinois Library Association, Mary Booth of Eastern Illinois Teachers' College discussed the rationale for library instruction courses in normal schools and teachers' colleges.

73. Davis, Winifred L. "Maximum Results and Minimum Instruction," *Public Libraries* 27:81-82, 1922.

An instructor for the Wisconsin Library School at Madison, Davis read this paper before a meeting of normal school librarians in Chicago in Dec. 1921. She said, "I covet for every teacher who goes out from normal school and college...a *reference course*" to enrich their students.

74. National Education Association. "Standards of Library Service," *Journal of the National Education Association* 11:145-46, April 1922.

"Every school that provides training for teachers should require a course in the use of books and libraries....At least twelve lessons in the use of the library should be required of all freshmen. These should be taught by a member of the library staff....Credit should be given for elective courses, such as library organization, bibliography, and reference work." The "standards" originated in the Library Department of the NEA. They were adopted by the National Council of Teachers of English and the ALA.

75. Richardson, Mary C. "Library Work in Normal Schools to Fit Students for Their Work as Teachers." *In National Education Association of the United States. Addresses and Proceedings of the Sixtieth*

Annual Meeting Held at Boston, Massachusetts, July 3-8, 1922.
Washington, D.C., NEA, 1922, vol. 60, pp. 1043-46.

The Librarian of the State Normal School, Geneseo, N.Y., stated three objectives of library instruction: (1) that students understand the role of the library in the school, (2) that they have the ability to use libraries intelligently, and (3) that they learn to love literature.

76. Wolf, Estella. "Are Our Students Prepared to Use the Library?" *Library Occurrent* 6:200-01, Jan. 1922.

In this excerpt of a presentation at a meeting of the Indiana Library Association, the Indiana University Reference Librarian decried student ignorance of dictionaries, encyclopedias, and the card catalog. She called for required courses for high school students and college freshmen.

1923

77. Avery, Harriet K. "What the Normal School Student Should Get Out of the Course on the Use of Books and Libraries," *Public Libraries* 28:220-23, 1923.

Avery discussed course content for prospective teachers highlighting the value of the Dewey Decimal Classification system and the *Readers' Guide*. Avery was Librarian at the State Normal School at Keystone, Penn. She urged that bibliographic instruction be "technical, practical, and inspirational."

78. Lewis, Lucy M. "Training in the Use of Libraries from the College Librarian's Viewpoint," *ALA Bulletin* 17:133-35, 1923.

The Librarian of Oregon Agricultural College in Corvallis read this paper at the 1923 ALA conference in Hot Springs, Ark. Lewis noted three problems faced by librarians offering bibliographic instruction to freshmen: (1) students with poor study habits, (2) lack of uniformity in students' previous experience with library instruction, and (3) insufficient preparation for courses in the college curriculum. Lewis cited a survey indicating that 36 of 50 agricultural and station libraries conducted library instruction programs of some type.

79. McCaslin, Davida. "The Library and the Department of English," *English Journal* 12:591-98, Nov. 1923.

The author described the library instruction program conducted

through the English Department at her own institution, James Milliken University, Decatur, Ill. The two-pronged program called for a systematic effort to read important books and for guidance in the "methods of scholarly research or how to find what there is in the library." McCaslin is one of the very few (if, indeed, there are others) to see the whole matter of plagiarism and appropriately quoted material as something that ought to be taught by librarians and teachers involved in bibliographic instruction.

80. McMillen, James A. "Instruction in the Use of the Library: Washington University, St. Louis, Mo.," *Public Libraries* 28:407, 1923.

This is a description of lectures and writing assignments on bibliography in connection with the required English course at Washington University in St. Louis. McMillen was the university librarian.

81. _____ "Instruction in the Use of the Library: Washington University, St. Louis, Mo.," *Public Libraries* 28:470, 1923.

This is the course outline for bibliographic instruction presented by the Librarian of Washington University in St. Louis.

1924

82. Colby, Elbridge. "The Teaching Librarian," *Library Journal* 49: 767-73, Sept. 15, 1924.

An English professor employed as an army captain read this paper at a meeting of Eastern College Librarians in New York in Dec. 1923. He proposed three college courses in bibliography and book publishing designed primarily to aid students in conducting research for term papers. Appendices include course outlines, discussion topics, and reading lists.

83. Edwards, Ward. "Library Instruction for College Freshmen; A Sample Test," *Library Journal* 49:1027-28, Dec. 1, 1924.

The Librarian at the State Teachers College in Warrensburg, Mo., prepared this list of 61 true/false questions that demand use of sources such as yearbooks, almanacs, and encyclopedias.

84. _____ "Teaching Use of Reference Books," *Public Libraries* 29:149-50, 1924.

This list of questions formed the library problem set for the fall term, 1923, at Central Missouri State Teachers College at Warrensburg.

85. Ganser, Helen A. "Essentials in the Instruction in the Use of Books and Libraries," *Public Libraries* 29:498-500, 1924.

Ganser read this paper before the School Libraries Section of the ALA conference at Saratoga Springs in July 1924. She suggested that the NEA and the ALA jointly publish a "minimum course for use in all normal schools." She also described a syllabus prepared for such a course to be taught in Pennsylvania, where she was Librarian of the State Normal School at Millersville.

86. Walkley, Raymond L. "Library Instruction for College Freshmen," *Library Journal* 49:775-77, Sept. 15, 1924.

The Librarian of the University of Maine described lectures and examinations prepared for incoming freshmen. Pretest results showed that only 47% of 343 freshmen had previous experience with either a card catalog, a periodical index, or the Dewey Decimal Classification system.

87. Winans, Winifred. "Teaching Students to Use Books," *Public Libraries* 29:268-69, 1924.

The Librarian of the State Normal School at Eau Claire, Wis., called for additional staff members to meet the responsibilities of bibliographic instruction to students preparing to teach.

1925

88. Dunlap, Fanny. "Training the Agricultural Freshman to Use the Library," *Public Libraries* 30:394-95, 1925.

The Reference Librarian of the University of Illinois examined university catalogs and found that about one-third of the 48 land grant colleges with schools of agriculture offered bibliographic instruction. Dunlap reported on a two-semester course for agriculture students at the University of Illinois.

89. McMillen, James A. "College and University Round Table," *Library Journal* 50:951-52, Nov. 15, 1925.

McMillen's comments occurred at a regional meeting of six state library associations at Sioux City, Iowa, in Oct. 1925. He estimated

that "80% of the students [in colleges and universities] have not had the library training usually given in good high school libraries." He spoke largely from his own experience as Librarian of Washington University in St. Louis.

90. Shaw, Charles B. "A Course in Library Instruction," *Public Libraries* 30:46-48, 1925.

Shaw was Librarian of the North Carolina College for Women at Greensboro. This article consists of a course outline with readings and assignments; the course was designed to give knowledge of the practical principles of library economy and to teach students how to use a library efficiently.

91. Van Hoesen, H.B. "Graduate and Undergraduate Instruction in the Bibliography and Use of the Library," *School and Society* 21:311-14, March 14, 1925.

Van Hoesen of Princeton University read this paper before the College and Reference Section of ALA in 1924. He said that our instruction should "cease to be extra-curriculum, informal, incidental and variable in kind, quantity and personnel, and should become a regular curriculum of courses essentially adapted to form part of the cultural Bachelor of Arts course of study but adaptable also to the more practical and vocational courses in technical schools." Van Hoesen called for a new questionnaire to update the 1914 Evans survey published by the Bureau of Education.

1926

92. Downey, Mary E., and Ward, Annette P. "The College Library Survey," *Library Journal* 51:131-32, Feb. 1, 1926.

Downey of Dennison University and Ward of Alma College compiled and prepared this report on 12 major points in the replies of 60 questionnaire respondents. Conclusions about library instruction were that a library course in the college curriculum "develops better research students" equipped to use books and libraries in a number of fields. It was also concluded that such a course "adds dignity to the library and to the library profession."

93. English, Ada J. "How Shall We Instruct the College Freshman in the Use of the Library?" *School and Society* 24:779-85, Dec. 25, 1926.

The Librarian of the New Jersey College for Women in New Brunswick sent a questionnaire on library instruction to 116 colleges and universities. The bulk of her report consists of narrative responses. She found that of her 92 respondents, 46% gave library instruction, 25% required a course, and 32.5% gave instruction through the English department. She perceived academic institutions as failing in this area and she urged librarians to develop programs more aggressively.

94. "Instruction in Use of the Library." In American Library Association. *A Survey of Libraries in the United States*. Chicago, ALA, 1926, vol. 2, pp. 192-200.

This item consists of excerpts from responses to a questionnaire devised by ALA; library instruction was one of many topics covered in the larger survey. ALA found that "instruction to some extent in the use of the catalog and of the more common books of reference is given to freshmen by approximately half of the libraries reporting of more than 20,000 volumes, and by approximately one-fourth of the smaller libraries."

95. Leach, H.S. "Library Orientation at Lehigh," *School and Society* 23: 683-84, May 29, 1926.

Howard Seavoy Leach of Lehigh University described that school's program for freshman library orientation and instruction based on cooperation between the library and the English department. Included are samples of 15 research questions given to students.

96. Walter, Frank K. "The High School and the College Student," *Wilson Bulletin* 3:1-7, Sept. 1926.

Walter took the view that high schools had failed to teach students how to use the library and that such instruction is college preparatory in nature: "The college librarian can and very often does give talks and assign problems on library use early in the freshman year. This is at best taking college time to make up a 'condition' which should not have been imposed upon the student by his imperfect preparation." Walter was Librarian of the University of Montana.

97. Wolf, Estella. "The Need for Library Instruction," *Libraries* 31:41-43, 1926.

Wolf reported on a survey of three freshman classes at Indiana University, finding that in a group of 94 students, 32 had received library instruction, 47 had used the card catalog, and 25 had used the *Readers' Guide* before entering college. Wolf was Reference Librarian at Indiana University, Bloomington.

1927

98. Booth, Mary J. "Course of Study in the Use of the Library for Teachers Colleges and Normal Schools." In American Library Association, Education Committee, comps. *School Library Yearbook* (no. 1). Chicago, ALA, 1927, pp. 86-98.

This is a description of a course on library use for students preparing to teach. "Teaching the use of the library has been forced upon the teachers' training institutions because many of the students who enter have never used a library." Booth claimed that a separate course was preferable, but that her course could be incorporated as part of other courses in either English, education, or history. Booth was Librarian at Eastern Illinois State Teachers' College in Charleston.

99. Borden, Fanny. "Suggested Outline for the First Seven Class Hours of a Course of Twelve Periods on 'The Use of the Library.'" In American Library Association, Education Committee, comps. *School Library Yearbook* (no. 1). Chicago, ALA, 1927, pp. 123-33.

This is a partial course outline with appropriate readings and assignments developed by Fanny Borden of Vassar College.

100. Brown, Charles H. "Outline Course with Problems on the Use of the College or University Library." In American Library Association, Education Committee, comps. *School Library Yearbook* (no. 1). Chicago, ALA, 1927, pp. 99-122.

This is a course description for 12 lectures on library use intended for college freshmen. It includes selected readings, lists of reference books, and searching assignments. Brown was Chairman of the Subcommittee of the Education Committee of ALA.

101. Moore, Anna R. "Teaching the Use of the Library," *Libraries* 32:207-11, 1927.

In urging stronger library instruction programs at the elementary and secondary school levels, the high school librarian of Tulsa,

Okla., cited a survey conducted at Indiana University: "It was learned that out of 800 freshmen tested, one-half had received no instruction in the use of books and libraries, and a large number of the others were decidedly hazy as to the actual nature and use of the card catalog and the *Readers' Guide*."

102. "University of Illinois Instruction for Freshmen." In American Library Association, Education Committee, comps. *School Library Yearbook* (no. 1). Chicago, ALA, 1927, p. 134.

This is a sample of instructions given to students preparing library research assignments.

103. Walkley, Raymond L. "A Program for Practical Instruction in College Libraries," *School and Society* 25:371-73, March 26, 1927.

The Librarian of the University of Maine described an instruction program as a part of freshman orientation. Test results suggest that smaller classes are more conducive to learning in library lectures.

1928

104. Baber, C.P. "Freshman Courses in the Use of the Library," *Library Journal* 53:1041-42, Dec. 15, 1928.

These are narrative responses to a questionnaire distributed by the Librarian of Kansas State Teachers College at Emporia. The purpose of the questionnaire was to determine the nature and curricular arrangements of courses on library skills. Of 23 respondents, 9 offered formal courses and 9 offered other types of programs.

105. Drury, F.K.W. "Library Orientation of Freshman Students," *Library Journal* 53:1023-25, Dec. 15, 1928.

The Assistant Librarian at Brown University reviewed various methods, including tours, freshman-orientation lectures, and credit courses. He declared, "We may rightfully expect every matriculant to know how to use four fundamental library tools: an unabridged dictionary, a well known encyclopedia, the *Readers' Guide*, the card catalog."

106. Elbridge, Bessie L. "An Experiment in Library Instruction for College Freshmen," *Library Journal* 53:986-88, Dec. 1, 1928.

An instructor in the Syracuse University School of Library Science reports on an experimental course, "Methods of Teaching the Use of the Library," involving library school students and the university's English department. The course was designed for all college freshmen and featured research "problems" in reference books.

107. Shaw, Charles B. "Bibliographical Instructions for Students," *Library Journal* 53:300-01, April 1, 1928.

Citing recent articles published in *School and Society*, the Librarian of Swarthmore College stated three propositions: (1) that we should eliminate efforts to teach freshmen unless the job can be done thoroughly, i.e., through required courses, small classes, and teachers with the opportunity to prepare adequately; (2) that librarianship and teaching require special abilities and training and that the two professions do not necessarily coincide; and, consequently, (3) that a department of bibliography should be established on a par with other academic departments. Such a department would offer courses ranging from elementary principles of library use through the content evaluation of current books and the material aspects of books; the courses would have prerequisites and progressive relationships.

1929

108. Bishop, William W. "The Library in the American College." In American Library Association, College and Reference Section, comps. *College and Reference Library Yearbook* (no. 1). Chicago, ALA, 1929, pp. 1-12.

Bishop's wide-ranging and thoughtful review of the state of the art in American academic librarianship took into account the rise of departmental libraries, the enormous growth rate in student enrollments and in the size of collections as well as questions regarding faculty status. He identified the chief services of the library as: (1) to aid class teaching, "enlarging and strengthening the work of the teacher;" and (2) "the development of a habit of intelligent reading in generations of students." Bishop saw services to undergraduates as barely adequate and he identified the framework in which library instruction can take place: "We have tried here and there to develop special collections for undergraduates....Here the smaller independent college library, if well supported, has a great advantage over the university library. It can establish intimate and unrestricted relations between books and students by giving students direct access to the

greater part of its books." This paper was reprinted in Michael M. Reynolds, ed. *Reader in the Academic Library* (Washington, D.C., NCR Microcard Editions, 1971, pp. 63-68).

1930

109. Bolander, Louis H. "Training Midshipmen to Use the Library," *Libraries* 35:326-28, 1930.

Written by the Assistant Librarian of the U.S. Naval Academy, this paper describes lectures for college students in freshman English. Bolander claimed that book circulation increased 650% since the library had instituted lectures in 1922.

110. Evans, Silas. "The Contribution of the Library to Effective Teaching." In American Library Association, College and Reference Section, comps. *College and Reference Library Yearbook* (no. 2). Chicago, ALA, 1930, pp. 1-10.

A college professor describes his honors course consisting of readings and discussions of biographical and historical works and relates his experiences to the library's role in colleges and universities. Evans focused on teachers' work in the classroom: "The library is the container of the three great factors of education—the teacher, the student and the book. It would be more to the point to speak of the library college than of the college library. The text-book, the lecture, the recitation, lack the power and the winsomeness of the wise teacher with his pupils and books....The library is essentially a school; the librarian is a leading teacher and every true teacher must be something of a service librarian." Appended is a bibliography of 42 related items published from 1904 to 1927, most of which are exclusive of the present bibliography. This paper was reprinted from Robert L. Kelly, ed. *The Effective College* (New York, Association of American Writers, 1928).

111. Gambier-Bousfield, Humphrey. "Do You Know Your Library?" *Journal of Educational Sociology* 4:93-104, Oct. 1930.

"The majority of people who use the libraries know almost nothing about the main index and directory of all the books in the collection—the catalogue." The Chief of the Readers' Service Department in the Washington Square Library of New York University here seeks to explain how to use libraries; he shows diagrams of

author, corporate author, title, and subject entries. Narrative portions include descriptions of significant reference works.

112. Lewis, Eleanor F. "A College Librarian Talks to Students," *Wilson Bulletin* 5:119-24, Oct. 1930.

The Northwestern University Reference Librarian described a library lecture to freshman English students. She emphasized the Wilson indexes and the "see" and "see also" references in the card catalog, and reported on a questionnaire designed to gauge general library skills.

113. Pritchard, M.C. "Instruction Problems in Libraries of Teacher Training Institutions," *Wilson Bulletin* 5:125-27, Oct. 1930.

Taking note of the variety of constituencies served by librarians in teacher-training institutions, the Director of the Library School, New York State College for Teachers, called for each teacher-training institution to hire one full-time librarian to assist the faculty in teaching students to know and use library resources.

1931

114. Byrnes, Hazel W. "Student Centered College Library," *Libraries* 36: 107-10, 1931.

This paper was read before the College Librarians of the Middle West at the ALA Midwinter Meeting in Chicago in Dec. 1930. Byrnes was Librarian of the State Teachers College in Mayville, N.D. She quoted a speech on liberal education by Everett Dean Martin who expressed concern that "we are becoming wonderfully efficient and utterly unreflective." Byrnes saw college libraries as having objectives and possibilities broader than the narrow concerns of professors, administrators, accrediting agencies, and other individuals and bodies who may influence the library. She said, "Just so fast as the idea of 'self-education' gains ground, so fast will libraries come into their own."

115. Campbell, Catherine. "Introducing the Student to the University Library," *Ontario Library Review* 15:110-12, May 1931.

Campbell described a required course she taught at the University of Western Ontario for all incoming students. Campbell was an instructor in library science at the university.

116. Clatworthy, Linda M. "A Study of What the College Student Knows of His Library." In American Library Association, College and Reference Section, comps. *College and Reference Library Yearbook* (no. 3). Chicago, ALA, 1931, pp. 94-99.

"To know how to use books and libraries intelligently is an essential part of college studies and students have a right to be taught in the curriculum and with university credit if possible though not with loss of first-hand teaching by the library school trained staff." Clatworthy, Librarian of the University of Denver, developed a test based on 180 freshman essays entitled "My Personal Difficulties in the Library." She administered a pretest, followed by four lectures (that did not necessarily treat specific test items), followed by a post-test. Results showed a significant improvement in students' abilities in using the library.

117. Waller, C. Cameron. "The Need of Training Students to Use a Library," *Ontario Library Review* 15:92-93, Feb. 1931.

Results of tests given to 200 freshmen at the University of Western Ontario in 1930 showed that 33% came from schools without librarians of any kind, 75% had never used a card catalog, and 85% had never had any instruction in library use. Waller, Principal of Huron College in London, reported that Western Ontario decided to require a course in library use of every freshman.

1932

118. Louttit, C.M., and Patrick, James R. "Study of Students' Knowledge in the Use of the Library," *Journal of Applied Psychology* 16:475-84, 1932.

Using statistically valid correlations, Louttit of Indiana University and Patrick of Ohio University sought to determine aspects of student knowledge of the use of the library by administering an information quiz to 441 students at Ohio University. Men and women from the four academic classes took the exam during a regular class period in the second semester of the 1930-31 school year. They concluded that "perhaps the more intelligent students have, in the course of their experience, achieved a certain degree of knowledge concerning the use of libraries, but this knowledge plays little part in their academic grade."

119. Peek, Zona. "Library Instruction in Junior Colleges," *Junior College Journal* 3:3-7, Oct. 1932.

This paper was read before the Junior College Round Table of ALA at New Orleans in April 1932. Peek recognized some of the traditional themes of bibliographic instruction in her pleas for a required course, closer cooperation between faculty and librarians, and better articulation between high school and college programs to avoid duplication of effort. She was librarian at Edinburg College, Edinburg, Tex.

120. Reed, Lula R. "Teaching the Use of the Library," *Library Journal* 57:706-07, Sept. 1, 1932.

The Librarian at the State Teachers College in Valley City, N.D., described assignments she gave in a course on library methods to students preparing to teach. She wrote that "the underlying principle is that the library is used as a laboratory during a supervised work period."

121. Scanlon, Helen L. "Library Instruction in Junior Colleges," *Junior College Journal* 2:269-71, Feb. 1932.

This paper was read by the former Librarian of Frances Shimer Junior College, Mount Carroll, Ill., before the Junior College Round Table of ALA at New Haven, Conn., in June 1931. Scanlon reported on a survey of 36 junior colleges, finding that 31 conducted some kind of systematic bibliographic instruction.

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INSTITUTION INDEX

Section A

The first section of the institution index identifies schools whose programs were described in the articles, conference presentations, or transcripts of discussions included in this bibliography. Schools that replied to questionnaires, including Evans (1914, entry no. 63), are also listed in the first section. However, institutions which responded to the Evans questionnaire but which were not mentioned in any other sources are listed separ-

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Bryn Mawr College 94

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Washington and Jefferson College 94

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Utah

University of Utah 94

Vermont

Middlebury College 94

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Virginia

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Section B

These are institutions which responded to the Evans survey (entry no. 63), but are not mentioned in any other source.

Alabama

State Normal School, Troy
Tuskegee Institute
University of Alabama

Arizona

University of Arizona

Arkansas

Hendrix College

California

State Normal School, Los Angeles
State Normal School, San Diego
Throop College of Technology
University of Southern California

Colorado

Colorado Women's College
Normal School, Colorado Springs
State Agricultural College, Ft. Collins
State Normal School, Gunnison
State Teachers College, Greeley

Connecticut

State Normal Training School,
Danbury
State Normal Training School, Willimantic

District of Columbia

Catholic University
Gallaudet College
Howard University
Trinity College

Idaho

Lewiston State Normal School
State Normal School, Albion
University of Idaho

Illinois

Augustana College
Illinois State Normal School, Normal
Illinois Women's College
Lombard College

Western Illinois State Normal School
William and Vashti College

Indiana

Earlham College
Rose Polytechnic Institute
Teachers' College of Indianapolis
University of Notre Dame

Iowa

Drake University
Grinnell College
Iowa State Teachers' College
Parsons College
State University of Iowa

Kansas

Kansas State Normal School
Western State Normal School

Kentucky

State Normal School, Bowling Green
State University of Kentucky

Louisiana

New Orleans Normal School
Tulane University

Maine

Aroostook State Normal School
Bates College
Eastern State Normal School

Maryland

Goucher College
Loyola College
Teachers' Training School, Baltimore

Massachusetts

Boston Normal School
Massachusetts Normal Art School
Simmons College
State Normal School, Bridgewater
State Normal School, Hyannis
State Normal School, N. Adams
State Normal School, Salem

Michigan

County Normal School, Charlevoix
County Normal School, Kalkasha
Michigan State Normal School
Western State Normal School

Minnesota

Macalester College
State Normal School, Duluth
State Normal School, Mankato
State Normal School, Moorhead

Missouri

First District Normal School, Kirksville
Missouri State Normal School
Northeastern Missouri Normal School
State Normal School, Springfield

Nebraska

Grand Island College
Peru State Normal School
State Normal School, Chadron
State Normal School, Kearney

New Hampshire

New Hampshire College

New Jersey

New Jersey Normal and Model Schools
Rutgers College

New Mexico

New Mexico College of Agriculture
University of New Mexico

New York

Albany Teachers' Training School
Alfred University
Oswego Normal School
State Normal and Training School,
Albany
State Normal and Training School,
Cortland
State Normal School, Brockport
State Normal School, Fredonia
State Normal School, Geneseo
State Normal School, Plattsburg
Syracuse Training School for Teachers

North Carolina

Davidson College

North Dakota

State Normal School, Mayville

Ohio

Hiram College
Miami University
Normal School, Toledo
Normal Training School, Cleveland
Ohio Wesleyan University
Otterbein University
Western College for Women
Western Reserve University

Oregon

Albany College
University of Oregon

Pennsylvania

Clarion State Normal School
Dropsie College
Edinboro State Normal School
Juniata College
Millersville State Normal School
Philadelphia Normal School for Girls
Pennsylvania State College
State Normal School, Bloomsburg
State Normal School, California
State Normal School, Mansfield
State Normal School, West Chester

Rhode Island

Rhode Island Normal School

South Carolina

College of Charleston
Winthrop Normal and Industrial
College

South Dakota

Northeastern Normal and Industrial
School
State Normal School, Spearfish

Tennessee

King College
Knoxville College

Texas

Baylor University
University of Texas

Utah

University of Utah
Utah Agricultural College

Virginia

Hampton Institute
Hollins College
Roanoke College
Virginia College

Washington

State College of Washington
State Normal School, Bellingham
State Normal School, Cheney
University of Washington

West Virginia

Marshall College
West Virginia University

Wisconsin

Barron County Normal School
Beloit College
Buffalo County Training School
Door-Kewaunee Training School
Dunn County Training School

Eau Claire County Training School
Green Lane County Training School
Marathon County Training School
Milton College
Oneida County Teachers Training
School
Price County Training School
Richland County Normal School
Ripon College
River Falls State Normal School
Rock County Training School
Rusk County Training School
Sauk County Training School
State Normal School, La Crosse
State Normal School, Milwaukee
State Normal School, Stevens Point
Stephenson Training School
Vernon County Teachers' Training
School
Waupaca County Normal School
Waushara County Training School
Wood County Teachers' Training
School

Wyoming

University of Wyoming

ACKNOWLEDGMENT

The compiler is indebted to Professor D.W. Krummel, University of Illinois Graduate School of Library Science, for personal encouragement and constructive criticism.

VITA

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ately. A large number of normal schools and teacher-training institutes were included for three reasons: (1) they responded to the Evans questionnaire, (2) many of their curricula were intended to be essentially postsecondary, and (3) some of them managed to evolve into major universities.

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